DOCUMENT RESUME

ED 270 933 EC 182 934

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TITLE Technical Assistance Project to Improve Implementation of Public Law 89-313 in the State of South Dakota. Yearly Report, July 1, 1983-August 31, 1984.
INSTITUTION South Dakota Univ., Vermillion. School of Education.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE May 85
NOTE 56p.; This report was prepared under the auspices of the Division of Education Section for Special Education by the South Dakota Public Law 89-313 Projects: 1983-1984.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Demonstration Programs; *Disabilities; Elementary Secondary Education; Federal Programs; *Program Descriptions; Special Education; *State Programs
IDENTIFIERS *Public Law 89 313; *South Dakota

ABSTRACT

The report summarizes the projects conducted by 16 agencies in South Dakota using P.L. 89-313, which ammended Title I of the Elementary and Secondary Education Act. Each of the projects is reviewed in terms of title; specific state agency; location; type and number of children served; project background, goal, and objectives; methodology; and evaluation. Projects include computerizaton of an educational resource center, on-the-job-training, preschool services for handicapped children, efforts to increase social and interpersonal relationships, an alternative to residential treatment via home-school services, reintegration of severely multiply handicapped students, and an attempt to improve the instrumental use of language through signing. (CL)

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TECHNICAL ASSISTANCE PROJECT
to improve implementation
of
PUBLIC LAW 89-313
in the
STATE OF SOUTH DAKOTA
July 1, 1983 - August 31, 1984

May 1985

This report was prepared under the auspices
of the
Division of Education Section
for Special Education
by the
South Dakota
Pulbic Law 89-313 Projects:
1983 - 1984
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This publication was financed by funds from Public Law
89-313

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YEARLY REPORT

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Any opinions, findings, conclusions, or recommendations expressed herein are those of the authors and do not necessarily reflect the views of the United States Department of Education or the South Dakota Division of Education.

SOUTH DAKOTA
PUBLIC LAW 89-313 PROJECTS:
1983 - 1984

INTRODUCTION

Title I of the Elementary and Secondary Education Act (ESEA) of 1965 was designed to provide federal funds to state agencies to assist in meeting the special education needs of handicapped children. The ESEA of 1965 was amended by PL 89-313 to grant federal funds to supplement educational programs by initiating, improving and expanding special education services in state-operated and state-supported programs serving handicapped children.

In the early years of PL 89-313, each state received a block grant and in turn simply allocated a fixed sum of money to the state-operated institutions. The money was used to supplement the institution's budget and seldom were the agencies required to account for or justify the disbursement of the funds. Later agencies and institutions were asked to submit a project proposal outlining how they would utilize the 89-313 funds and the impact their project would have on the state. (i.e. number of children served, type of handicapped condition, etc.). At that time, funds were awarded as a block grant based upon the creativity and impact of the project. However, it should be noted that there were sufficient funds to approve all project requests at some level. In 1974, due to a change in the federal regulations, project funding was allocated according to a formula basis generated by the average daily attendance (ADA) of children attending each school.

Today the state allocation is generated by the ADA of each of the eligible agencies. The state receives an amount of money per child. A percentage is allowed for state administrative costs and the remaining funds are made available to each of the eligible agencies based upon their ADA. As in the past, agencies were required to write a project proposal requesting 89-313 funds. However, as a result of a federal audit in the fall of 1977 greater emphasis has been placed on the development and implementation of 89-313 projects. Now project proposals must be well written and include a Project Budget Form and a project narrative describing: a) needs assessment, b) child-centered, measurable project and instructional

objectives, c) an evaluation component; and d) a plan for dissemination of project results. All agencies must conduct a formal evaluation of the project, and are required to use an external evaluator as a part of this process.

This booklet summarizes the projects conducted by 16 agencies in South Dakota using PL 89-313 funds. Information from agency proposals and final evaluation reports was used in preparing each summary.

Title of Project:	Computerization of an Educational Resource Center
State Agency:	Black Hills Workshop and Training Center, Inc.
Location of Project:	Rapid City, South Dakota
Type & Number of Children Served:	25 Special Education Clients
Funding Allocated:	$14,160.00

Background:

This project is an extension of the 1982-83 PL89-313 grant request for an Apple II Plus 4816 computer. The second phase of this project focused on the employment of a computer programmer and the application of two software packages at the Black Hills Workshop and Training Center for the purpose of managing curriculum and aiding in the tracking and planning of individual programs.

More specifically, the computer programmer worked directly with staff to input data on specific content areas. Modifications were also made by the programmer to enable the tracking and planning of objectives for 34 students under the age of 22 years.

Project Goal:

To improve the Educational Resource Center through the employment of a computer programmer and the application of two software packages for the purpose of managing curriculum, as well as tracking and planning of individual programs.

Project Objectives:

1. 75% of the screened students by August 1, 1984 will have a computerized money program.

2. To get the computer in full operation for use by staff in: record keeping, storage of curriculum, storage of developed lesson plans, place students in learning groups by August 1, 1984.

Methodology:

Thirty-four developmentally disabled students under the age of 22 served as the target population. The project allowed for the increase in teacher/student time through the use of a computer programmer who worked directly with special education staff to input the Money Unit into the computer. A second software package was modified to assist staff with record keeping, as well as using it to work with students to supplement class work. A review of educational software packages was conducted by the instructors. It was envisioned that by completing these activities, the computer would be of functional use, which would free up paper work time and allow for academic growth of students at Black Hills Workshop and Training Center.

Evaluation:

The process evaluation report indicated that Phase II of this project provided an excellent beginning for the development of precise and detailed curricula. Although staff spent a great deal of time in the initial identification of forms and use of appropriate software, this did not deter the project from meeting program goals and objectives. Greater ease of tracking and classification of curriculum objectives came about as a result of communication between teachers and the computer programmer.

It was recommended that 1) the Curriculum Management Program Continue, 2) the Individual Program Planning Package be modified, and 3) that exploration of additional or alternative software packages be sought.

On the basis of these recommendations, the external evaluator felt that increased expansion of this type of application in other areas of the curriculum would occur, which would enable the Black Hills Workshop and Training Center to reach its overall project goal during the project's next phase.

Title of Project:	On-The-Job Training
State Agency:	Brookings Area Adjustment Services
Location of Project:	Brookings, South Dakota
Type and Number of Children Served:	10 Special Education Clients
Funding Allocated:	$5,000.00

Background:

During 1983, The Brookings Area Adjustment Services (BAAS) identified the need to extend prevocational and vocational services to include on-the-job training at transitional job sites. Planning for the 1983-84 project included: contact with funding source representatives, review of clients' IEPs and evaluations, and a review of literature.

This proposal was designed to provide funds to hire a consultant to define and develop an on-the-job trainer's position. Funds were also allocated for hiring a full time temporary staff member who would be responsible for providing on-the-job training to special education clients.

PROJECT GOALS AND PERFORMANCE OBJECTIVES:

The goal of the project proposal is to provide on-the-job training to the special education clients whose goal is to be competitively employed. On-the-job training will encourage the generalization and maintenance of specific work skills and behaviors to the actual work site so that the clients can be hired for employment.

PROJECT OBJECTIVE:

1. 50% of the special education clients whose goal is to be competitively employed will demonstrate 80% of the production norms while working at a transitional site.

ACTIVITIES:

1. A consultant will be hired by November 30, 1983 to develop a job description for an on-the-job trainer.

2. A full time temporary staff person will be hired by November 30, 1983 so that on-the-job training can be provided by January 15, 1984.

3. The consultant will teach the on-the-job trainer the skills needed to effectively provide on-the-job training to developmentally disabled clients by January 15, 1984.

4. Clients will be identified to participate in the project and be trained at the transitional site by January 15, 1984.

5. The on-the-job trainer will teach the clients to perform the tasks utilizing the task analysis developed from the site assessment project and the suggestions from the consultant. Individualized programs may be established to motivate clients to increase rate of work and to perform tasks according to the task analysis.

PROJECT OBJECTIVE:

1. 50% of the special education clients who have achieved 90% on social behaviors on the Brookings Area Adjustment Services Work Activity Center Exit Criteria will generalize those behaviors to the transitional sites and maintain at 90%.

ACTIVITIES:

1. Clients will be selected to participate in the project by January 15, 1984. The pre-requisite skills identified in the site assessments will be utilized to identify appropriate candidates. In addition, a Work Activity Center Exit Criteria will be completed on the potential participants to determine whether or not they meet the 90% exit criteria needed for participation in the project.

2. The consultant will teach the trainer various maintenance and generalization techniques that can be used for generalizing client social skills to the transitional sites by January 15, 1984.

3. The on-the-job trainer will implement behavior management programs for individual clients to assist them in generalizing and maintaining social skills at the transitional sites.

PROJECT OBJECTIVE:

1. At least one special education client who has been performing at 80% of norm and maintained social behaviors at 90% will be hired by the transitional site for permanent employment.

ACTIVITIES:

1. The consultant will give recommendations to the trainer on data collection systems that can be shared with the employer so that the employer will be aware of individuals who are prepared to be hired for full time employment by January 15, 1984.

2. The trainer will collect the data according to the consultants recommendations and share it with the employer.

3. The Program Coordinator and the Trainer will be aware of position openings. When a position is open, the Program Coordinator and Trainer will make recommendations to the employer for individuals to be hired.

Methodology:

Thirteen special education clients between the ages of 17-21 served as the target population for this project. The project allowed clients at BAAS to learn job training skills and new behaviors which would prepare them for competitive employment. A consultant and an on-the-job trainer were hired to implement this overall project goal. Local counselors were also utilized to provide job placements for clients and to offer incentive programs to employers.

The focus of this grant changed during its initial phase, as a result of suggestions made by the project consultant. BAAS and the consultant chose to develop plans which allowed them to locate "transitional sites" and to assess work-related behaviors based upon employer perceptions rather than BAAS staff perceptions. This change did not allow for some of the initial activities to be accomplished, although many of the time-lines remained the same.

Evaluation:

Activities A, B, C, and E of Objective 1 were accomplished. A consultant was hired, and subsequently changes were made in the project's activities. The position of on-the-job trainer was rewritten so that a current staff member at BAAS could assume the responsibilities outlined in the project. The consultant worked closely with the trainer to assist clients in developing work-related behaviors. Clients were, however, not identified until May of 1984, and were not placed at "transitional job sites" until the following month due to refocusing of the project's goal.

Project Goal 2 was accomplished through the following means: (1) lowering of criterion level from 90% to 70%, (2) development of a Worker Readiness Checklist rather than the Work Activity Center Exit Criteria, and revisions of client IEPs to reflect goals as they pertained to on-the-job behaviors.

Goal 3 was also met through the development of the Worker Readiness Checklist, sharing of information with employers and coordination with the South Dakota Department of Vocational Rehabilitation.

Overall, the primary intent of assisting qualified clients to secure jobs within the Brookings area has been fully realized.

Title of Project:	Pre-School Services for Handicapped Children
State Agency:	Crippled Children's Hospital & School
Location of Project:	Sioux Falls, South Dakota
Type and Number of Children Served:	19 physically handicapped children
Funding Allocated:	$48,000.00

Background:

The Crippled Children's Hospital and School (CCHS) is geared to serve physically handicapped children between the ages of 4 and 19 residing in South Dakota. In the past 3 years, CCHS has seen an increase in the student population at the Primary and Pre-School level. In addition, the introduction of children with greater physical handicaps and severe learning problems has necessitated closer evaluation of the child's needs and a heightening of the institution's ability to provide for these needs.

This project was designed to supplement the certified teaching staff with 5 assistant teachers. The addition of these teachers would help to provide a better student-teacher ratio of 1:2 instead of 1:4 staff in the Child Development Unit (CDU) Sections 1 and 2. This would help to provide a more individualized program for each child.

Overall, the goal of the project was to provide an intensive program during the early developmental years of the child and to move the child as rapidly as possible through the four areas of the CDU into the Primary Department.

Project Goal:

The overall goal of this project is the individualization of Level 1 and 2 of the Child Development Department.

Project Objectives:

1. To individualize the program of each student in Level 1 and Level 2 of the Child Development Department.

2. To make more and better use of the therapy component of this unit.

3. To make more and better use of the child care worker assigned to these children.

Instructional Objectives:

1. Each supervising teacher by use of the additional staff will see that an increased number of hours daily is spent with individual contact with each child.

2. Through the use of child care workers in the classroom and through the in-service training program for them, many of the educational objectives will be better carried out during the time the children spend in their dormitories.

Methodology:

There were 19 children who were served under this project; their ages ranged from 4 1/2 through 9. The handicapping conditions of these children varied from Cerebral Palsy, Muscular Dystrophy, Spina Bifida and a variety of physical and developmental disabilities. Their developmental age varied from 3 months to 5 years of age; their mental age varied from 3 months to 6 years of age.

The target population was assigned to Level 1 and Level 2 of the Child Development Department. As the child completed the Child Development Program he/she moved into the Primary Department. Staff consultants from other areas made themselves available to the supervising teachers in order to help meet special needs in the area of physical development and behavior modification.

The supervisor of the child care program coordinated the transfer and implementation of the program in the Education Department and in the dormitory area. The social worker made periodic visits into the home of each child to review the child's program and to keep the parents informed about their child's progress.

Evaluation:

All process goals were successfully met by this project. Two aids were employed as scheduled. Appropriate therapy staff were assigned at the beginning of the project. Communication was also improved through the matching of the organizational design of the child care program to the project. All children were staffed through the interdisciplinary team approach. Team meetings were held on a regular basis, according to the final evaluation. On-going inservice training for child care staff members was also viewed as a successful component of this project.

Title of Project:	Assessment, Training and Use of Augmentative Communication Systems: Applications to Severely/Profoundly Mentally Retarded, Physically Handicapped Persons
State Agency:	Custer State Hospital
Location of Project:	Custer, South Dakota
Type and number of children served:	34 Special Education Clients
Funding Allocated:	$14,500

Background:

This project is the first phase of a three year continuation project designed to increase communication skills in severely/profoundly mentally retarded and multiply handicapped children at Custer State Hospital. Phase I is considered a planning phase, during which procedures for determining the compatibility between individual residents' abilities and augmentative communication devices will be developed. Phase II will focus on training students to operate compatible augmentative communication devices, and Phase III will teach students to functionally use these devices in the classroom setting.

Phase I of the project was directed toward hiring a teacher to maintain a controlled classroom setting which could serve as an assessment center. Funds were also requested to secure an outside evaluator who would serve as a consultant throughout the 1983-84 funding period.

Overall Project Goal:

To facilitate communication of severely/profoundly mentally retarded, physically handicapped persons through the use of augmentative communication devices.

Phase I Goal:

To develop a procedure for matching the capabilities of severely/profoundly mentally retarded physically handicapped persons to potential augmentative communication devices through the use of an individual assessment instrument, a list of manufacturer's user specifications and a user-machine compatibility computer program.

Project Objectives:

1. To research the existence of assessment instruments developed to match handicapped persons' abilities to augmentative communication devices.

2. To obtain information on user specifications from manufacturers of augmentative communication devices.

3. To develop an assessment procedure to match a handicapped child's capabilities with potentially appropriate augmentative communication devices.

4. To field test the assessment instrument in at least three other agencies.

Methodology:

The project proposal was aimed at fourteen (14) severely/profoundly mentally retarded and multiply handicapped children who were at the middle level of intellectual functioning. The results of the project were, however, applicable to all thirty-four (34) of the residents under the age of twenty-one years.

The project director, assistant director and project teacher were responsible for assessment of children and augmentative devices. The project teacher was hired to maintain a controlled environment in which to assess students and augmentative devices.

A computer search of all literature relating to augmentative communication was conducted and kept on file. Custer staff members also participated in workshops on the subject.

Informal procedures for student evaluation were used. Project staff also conducted workshops and provided information for parents and community groups on various aspects of the project activities which were accomplished.

Evaluation:

The evaluation report indicated that project objectives 1 and 2 had been met. Project objective 3 has been altered, as have the activities which related to this objective. The external evaluator concluded that the informal procedures used for evaluation were for the most part appropriate for the targeted population.

Since a formal assessment procedure had not been developed, as stated in Objective 3, field testing of the assessment instrument could not be conducted. The evaluator's report comments on the information gathered and experiences gained as being appropriate and timely.

Recommendations made by the external evaluator were as follows:

1. Project staff should formalize an assessment procedure as stated in Objective 3.

2. The assessment procedure should be altered to accommodate the switches, devices, and procedures actually used with children.

3. A new time line for accomplishing Objective 3 should be developed.

The final evaluation concludes that this is a very worthwhile and difficult project. There is also a great need in the field of augmentative communication for procedures, productions, assessments and clinical data relating to this population. Therefore, Custer State Hospital staff should be commended and encouraged in completing the remaining phases of this project.

Title of Project:	A Systematic Approach to Developing Socially Appropriate Behavior
State Agency:	ECCO, Inc.
Location of Project:	Madison, South Dakota
Type and Number of Children Served:	4 Special Education Clients
Funding Allocated:	$4,525.30

Background:

ECCO, INC./Adjustment Training Center identified a need for a systematic approach to behavior management through a survey of staff, staff meetings and a review of ECCO's Ongoing Behavior Monitoring System. ECCO, Inc. currently serves thirty developmentally disabled individuals. Four of these students are served in the Special Education program.

This project was developed to secure funds to purchase a video taping unity, video camera, T.V. monitor, video tapes and consultant services. The purchase of this equipment and inservice training would enable staff members to respond more effectively to inappropriate behavior. By viewing video tapes of actual incidences, staff members would be better served to write behavior programs for students, and to identify additional staff training needs.

Overall the goal of this project was to assist staff in determining the most appropriate method of responding to inappropriate behavior of the students served.

Project Goal:

To increase the amount of time the student spends on formal training in the areas of functional academics and living skills, and to decrease the students' inappropriate behaviors.

Project Objectives:

1. The students will decrease their maladaptive behaviors thirty (30) percent from their current baselines.

    a) The male Special Education student will decrease his number of inappropriate behaviors from his current rate of 935 in a six month period to 654 inappropriate behaviors in a six month period.

b) The female Special Education student will decrease her number of inappropriate behaviors from her current rate of 510 incidences in a six month period to 357 in a six month period.

Project Activities:

1. Purchase videotaping equipment by October 1, 1983.

2. Train all staff in use of the equipment by October 15, 1983.

3. Video tape student inappropriate behaviors on an on-going basis.

4. Have Behavioral Management Consultant hired by November 1, 1983.

5. Have Behavior Consultant review video tapes and develop appropriate behavioral programs and give staff inservices on programs as developed by January 1, 1984.

6. Have Behavioral Management inservices by June 1, 1984.

7. Video tape students during normal routines on an on-going basis.

8. Develop contract and hire an outside evaluator.

Methodology:

Two of the four students served by ECCO's special education program were selected to participate, although all clients benefited from the results of the project. Both target students had behavior management as a priority goal on their IPP long term goals.

In order to minimize or eradicate some of these maladaptive behaviors, project staff purchased video tape equipment, and trained all staff in its use. Video taping equipment was placed in the classrooms and production areas. Routine activities and inappropriate behaviors exhibited by the two students were taped.

A Behavior Management Consultant was hired to review video tapes with staff and to develop appropriate behavioral programs. Hence, a systematic approach to developing socially appropriate behaviors was created for the students served by ECCO, INC.

In addition, inservice training on behavior management was conducted by the consultant. The focus of this training took a "proactive approach" to shaping student behavior. Parents were involved in this portion of the training through their participation at quarterly family inservice nights. The focus of the parent inservice was to help parents understand behavior management practices and the importance of consistency in behavior management.

Evaluation:

The evaluation of this project was conducted after the completion of the project year. In the evaluator's final report it was noted that one of the special education students identified as a participant in the project left ECCO, INC. shortly after the project was funded. Therefore, Project Objective B was eliminated.

Specifically, the objective to decrease the students' inappropriate behavior from 510 incidences in a six month period to 300 incidences in the same period of time was accomplished at 79%. There was a reported decrease from 510 to 401 incidences. A program entitled "General Strategies" also was developed and implemented by project staff. Use of this program will be extended to all ECCO, INC. clients.

The external evaluator deemed this project very successful, as evidenced by the use of the purchased video equipment, and the development and use by staff of a systematic approach to deal with inappropriate student behaviors.

Title of Project:	Increasing Social, Interpersonal Relationships
State Agency:	Human Services Agency, ATCO Enterprises
Location of Project:	Watertown, South Dakota
Type and Number of Children Served:	16 special education clients
Funding Allocated:	$7,759.00

Background:

ATCO Enterprises is an adjustment training center which provides prevocational training to 83 developmentally disabled clients. Community living training is also provided to 59 clients residing in six community residential facilities operated by ATCO. Seventeen of the 83 clients presently being served are under the age of 21 years. Two of the school age clients are deaf-blind/ multiply handicapped.

This project was designed to increase appropriate social interaction and interpersonal relationships among clients and between clients and staff. The project worked toward eliminating this problem through the employment of a part-time speech therapist, inservice training with staff, and the purchase of speech therapy instructional materials.

Project Goal:

The following is the goal for this project: 17 special education clients will increase appropriate social interactions and interpersonal relationships in the work and living environments as shown by a decrease in on-going behavior monitoring system (OBMS) cards from a present aggregate average of 12 per week to 9 per week.

Project Objectives:

1. Given additional speech therapy, targeted special education clients will increase social interaction and interpersonal relationships with other clients and staff by increasing understandable verbal or non-verbal communication by 1%.

Activities:

a) Identify targeted population

b) Hire speech therapist

c) Develop speech therapist schedule

d) Baseline understandable communication

e) Begin speech therapy program

f) Purchase instructional materials

g) Evaluation of objective

2. Given additional staff expertise in behavior management, targeted special education clients will increase social interaction and interpersonal relationships with other clients and staff by decreasing targeted maladaptive behaviors.

Activities:

a) Hire behavior consultant

b) Review special education clients' maladaptive behavior baselines

c) Identify targeted maladaptive behaviors

d) Develop objectives for staff in-service training

e) In-service training for staff

f) Staff application of learned behavior management techniques

g) Review baselines of maladaptive behaviors

h) Evaluation of objective

i) Develop objectives for follow-up in-service training for staff

j) Follow-up in-service training

k) Review baselines of maladaptive behaviors

l) Evaluation of objective

Methodology:

The project proposal was designed to serve 17 students who were in the special education age range, although all ATCO clients (83) benefited from the project.

The targeted special education students were selected because of problems they were experiencing with verbal and non-verbal communication, and behavior management skills. These problems were identified by recording baseline data on clients' speech and maladaptive behaviors.

A speech therapist was hired on a one-third FTE basis for 12 months. The speech therapist worked directly with targeted students to improve their communication skills, which in turn, improved personal/social interaction skills. Instructional speech materials for use in speech therapy sessions were purchased and made by the speech therapist.

A behavior consultant was also hired for the purpose of meeting project objective #2. The consultant provided one inservice training session, although two sessions were written into the proposal. The identification of specific client maladaptive behaviors were accomplished, and a review of baselines conducted.

Evaluation:

All but one of the fourteen (14) grant activities were accomplished, according to the external evaluator's report. Activity IIe which involved inservice training for staff was partially met in that only one inservice was conducted. The external evaluator saw this as crucial to the realization of an increase in clients' social interaction skills and a decrease in targeted maladaptive behaviors. In conclusion, the goals, objectives and activities of ATCO's project were accomplished in a timely and organized manner.

Title of Project:	Development of a Pre-Workshop Center
State Agency:	LIVE Center, Inc.
Location of Project:	Lemmon, South Dakota
Type and Number of Children Served:	15 Special Education Clients
Funding Allocated:	$7,437.50

Background:

A moderate-to-severe skills deficit in the socio-emotional area was identified through the following means: monitoring of clients' objectives, actual training of clients, and results of a staff survey. Parent requests were also considered in the planning of the 89-313 LIVE Center, INC. grant. Since a discrepancy between actual need of the client (based upon assessment results) and the actual training being conducted was identified, a request for funds to improve the social-emotional skills of LIVE Center, INC. clients was initiated.

This proposed project was designed to increase social emotional skills of the special education clients of Live Center, Inc. This goal was attempted through one-to-one client training and group training. Activities to achieve this goal included: 1) staff training; 2) development of video equipment training materials; 3) social skills group discussion; 4) compilation of staff training materials; and 5) increased parental participation. All activities were directly designed to increase the social-emotional skills of Live Center clients in order to strengthen their employability and improve client programming.

Project Goal:

1. To provide social skills training to all special education clients served by LIVE Center, INC.

Project Objective:

1. That the clients will increase social-emotional skills as assessed by the Observational Emotional Inventory (OEI) in McCarron-Dial Assessment system from current baseline to 15%.

Activities:

1. To revise current IPP to meet AC/MRDD standards.
2. To revise current interdisciplinary team meetings
3. Purchase video equipment
4. To provide in-service to staff on communications
5. To provide in-service to staff on preparation for team meetings
6. To develop parent packets for use in preparation for interdisciplinary team meetings
7. To provide in-service for parents on how to prepare for team meetings
8. To provide in-service for parents on communication during meetings
9. To provide in-service to staff on writing programs in the area of social-emotional skills
10. To purchase materials focusing on development of social-emotional skills
11. To organize clients into social-emotional skills learning groups
12. To add social-emotional skills goals to IPP
13. To provide client training
14. Re-evaluate clients with OEI for post test scores

Methodology:

All special education clients served by Live Center, Inc. were included in the social skills training program. However, only five were selected to show an actual increase in social emotional skills as measured by the Observational Emotional Inventory (OEI) of the McCarron-Dial Assessment System. Baseline data, prior to skills training, was recorded and was expected to increase by 15% upon completion of training. In order to increase client social emotional skills it became necessary for LIVE Center, Inc. staff to be trained in how to write programs in this specific area. Other areas of staff inservice were preparation of team meetings, communication skills, and change in format of interdisciplinary meetings. Parent inservice was also cited as a means of attaining the program's goal and objective.

Inservice training was conducted with staff members throughout the year. Monitoring of the training was also ongoing.

Evaluation:

All program activities were successfully carried out with the exception of Activity 6, the development of parent packets for use in preparation for interdisciplinary team meetings. It was the general consensus of the LIVE Center, Inc. staff that parental participation had increased; therefore, the Project Director chose to eliminate this activity. It was recommended by the final evaluator that long distance calls made to parents be documented as a means of notifying parents about staffings. Parent calls should also be used as a method of identifying special issues to be discussed during staffings.

The program objective was not completely met and the external evaluator cited several possible reasons why OEI scores did not increase by 15% in the five clients. These reasons were: 1) a full year of goal training may not have occurred due to the clients' annual staffing date, and 2) while the OEI addressed a variety of social and emotional behaviors, the focus may have addressed only a small number of behaviors which did not significantly affect total OEI scores. Improvement was however, realized in four (4) out of five (5) client scores. Overall, the program was deemed successful, since clients will continue to benefit from video equipment training materials, social skills group discussions, and an ongoing staff commitment for social skills development.

Title of Project:	Additional Skill Building Opportunities
State Agency:	Mitchell Area Adjustment Training Center
Location of Agency:	Mitchell, South Dakota
Type and Number of Children Served:	5 Special Education Clients
Funding Allocated:	$3,045.00

Background:

The Mitchell Area Adjustment Training Center serves 60 developmentally disabled adults ranging in ages from 16 to 60. Six of these individuals are special education students between the ages of 16 and 21. Through annual individual planning sessions and a review of pertinent documents it was determined that specific barriers were delaying student goals in these areas: Social/Behavior Skills, Recreation Skills and Academic Skills.

The project proposed to reduce these barriers and increase their capability to work on additional goals by purchasing and using a computer.

Project Goal:

The six special education students at the Mitchell Area Adjustment Training Center will increase skills by receiving training on additional goals in one or more of the following need areas:

1. Social/Behavior Skills,
2. Recreation Skills, and
3. Academic Skills,

as appropriately determined by the interdisciplinary team.

Performance Objectives:

1. Five of the students will achieve one or more additionally established academic goal(s), using the microcomputer.

2. All six students will use the microcomputer at least one time per week to build recreational skills.

3. Five of the students will earn reinforcement time on the microcomputer an average of four times per week for success on established goals.

Activities:

1. A computer system will be purchased by October 31, 1983.

2. Staff will be inserviced on the microcomputer by December 15, 1983.

3. Purchase needed inservice tapes by December 10, 1983.

4. Staff will instruct clients in the use of the microcomputer by November 31, 1983.

Methodology:

This project was developed primarily for six (6) special education students in the MAATC. Language and communication skills was the major academic area focused on. Through the purchase of a computer and software, students were provided an opportunity to develop and practice additional goals and skills.

Clients used the computer for drill and practice on academic goals on a regularly scheduled basis. The computer was also made available for recreational use, and as a reinforcer for success on behavioral goals.

A number of MAATC staff received training in the use of the Apple II E Computer. It was anticipated, however, that only three staff members would become very familiar with the computer and its software.

The target population was altered in the Performance Objectives from six students to four, due to behavioral problems.

Evaluation:

According to the final evaluation report the effectiveness of the project as it pertained to the individual students was just beginning to be realized at the time the external evaluator's report was written. Problems, cited in the final report, included time lines not being met, and a lack of one-to-one staff-time designated for students.

The external evaluator recommended that a staff member be assigned to assess students, provide input into the interdisciplinary team, implement training and revise and monitor student programs as needed.

It was felt that MAATC staff had developed a worthwhile concept and were dedicated to the project. However, timelines for student goals/objectives should be revised. Additional sources to aid staff in implementation of the project should also be investigated.

Title of Project:	Improving Speech/Communication Skills
State Agency:	OAHE, Inc.
Location of Project:	Pierre, South Dakota
Type and Number of Children Served:	4 Special Education Clients
Funding Allocated:	$4,778.40

Background:

Since September 1982 OAHE, Inc. has served 17 clients through a community-based day program which assists clients with survival academics and prevocational skills. Seven of the 17 students enrolled at OAHE during this time were special education students. Five of the developmentally disabled students were identified as needing speech therapy services. Based upon the amount of speech therapy time provided to the students and recommendations made by the speech therapist-consultant, it was determined that service delivery time for speech therapy should increase. A request for funds to purchase curriculum materials was also identified as a priority for improving clients' speech and communication skills.

Project Goals:

1. Five special education clients at OAHE, Inc. will increase their communication skills from rating below the 10th percentile of their mental age equivalent to or above the 30th percentile on the Laura Lee Developmental Sentence Scoring Evaluation by August 1, 1984.

2. Four special education clients at OAHE, Inc. will produce all phonemes correctly (for their mental age and linguistic community) during conversation with the clinician.

Project Objectives:

1. Four special education clients will increase the length and complexity of their utterances produced during conversation with the clinicion using baselines in the Language Rehabilitation program by 20%.

2. One special education client will correctly use the pronouns "he" and "she" nine out of ten times in sentences during conversation with the clinician.

3. One special education client will spontaneously and appropriately use quality, quantity, and position concepts 3 times each during twenty minutes of conversation with the clinician.

4. Each special education client will exhibit an increased use of socially and topically appropriate communication skills in the group therapy setting from baseline by 20%.

5. Four special education clients will produce the target phonemes with 90% accuracy in a 15-minute language sample with the clinician.

Methodology:

Five special education students at OAHE, Inc. were selected as the target population for this project. The project sought to supplement OAHE's existing speech therapy services, and to expand the clients' speech therapy sessions. The following activities were completed by the project, as reported by the evaluator:

1. The consultant speech therapist was contracted to provide seven hours of additional speech therapy per week in two one-half hour individual speech and language therapy sessions to five clients and two one-half hour group therapy sessions.

2. Communication curriculum materials were purchased in October to assist in completing the goals and objectives.

3. A 50-utterance language sample was obtained from each special education client on a quarterly basis and was scored according to Laura Lee's Developmental Sentence scoring evaluation to assess progress of each goal.

4. Four of the special education clients were baselined on target phonemes to determine the focus of speech therapy.

5. One hour of consultative time was set aside each week by the consultant speech therapist to provide inservice to the staff and parents. A weekly log was kept to outline services provided.

6. Weekly progress of the clients involved in speech and language therapy was charted by the consultant speech therapist.

Evaluation:

According to the evaluator's final report the program could be considered a success since the goals of the project were met. Each of the five clients showed a 15% improvement in their speech and language skills by the end of the school year. The speech therapist consultant provided inservice and consultation to staff members and parents. The only recommendation made by the evaluator was to further expand training to parents and staff members, which would increase transfer of clients' speech and language skills to situations outside the therapy session.

Title of Project:	Communication Skill Development
State Agency:	Redfield State Hospital and School
Location of Project:	Redfield, South Dakota
Type and Number of Children Served:	38 Special Education Clients
Funding Allocated:	$16,000.00

Background:

During the initial 1982-83 funding year alternate communication systems were developed for residents of the Educational Unit under the age of 22. Project objectives for this funding period were largely met, but in reviewing progress data it was determined that there still existed a need to continue and expand the speech block delivery system.

The 1983-84 project, therefore, requested that this system be expanded by providing students with visual aids in selected environments. Service training for unit auxiliary staff was also identified as a specific need. The overall purpose of this project was to increase generalization and functional use of the targeted students' individualized communication systems.

Project Goal:

Students will develop independent and functional communication skills through the use of individualized alternate communication systems.

Project Objectives:

1. To facilitate functional use and generalization, three (3) target students will show progress by expressively using their individualized communication system at a minimum rate of 4/5 responses while in a training situation.

2. To facilitate functional use and generalization, three (3) targeted students will show progress by receptively generalizing the use of their individualized communication system at a minimum rate of 4/5 responses when in contact with unit auxiliary staff in a variety of environments.

3. To facilitate functional use and generalization five (5) target students will show progress by expressively generalizing the use of their individualized communication system at a minimum rate of 2/5 responses when in contact with unit auxiliary staff in a variety of environments.

Methodology:

The project was designed to serve 38 mentally retarded students in the Educational Unit under the age of 22 years. The programs which were implemented in the previous project year continued to be conducted and monitored. This project placed emphasis on five students who were not independently and functionally using their individual communication systems when interacting with staff in a variety of environments.

In order to facilitate generalization and functional use of the students' communication system, materials were purchased to construct communication boards which could be placed in classrooms and living modules. These boards allowed students to independently use and generalize existing communication programs. Auxiliary staff training was also conducted to allow the staff to assist students in using the communication system in a functional manner. A questionnaire was administered to staff in order to determine whether an attitude change had occurred among staff members, with respect to their ability to communicate with clients.

Although the speech therapist was initially responsible for implementing project goals and objectives, this position was vacated in November, 1983. Other speech block personnel continued to record and keep data until the position was filled in April 1984.

An external evaluator was hired to monitor progress, recommend changes, and to compile the final report for the 1983-84 project year.

Evaluation:

The overall quality of communication skills training at Redfield is considered excellent. Much progress has been made during this project year. Objective 1 of the project has been met, while objectives 2 and 3 have been partially achieved. The most success has been experienced in the clients' actual use of communication boards. Auxiliary staff have become involved in communication skills, but need continued formalized training. A team effort toward implementing communication skills training was cited as a priority need by the external evaluator. The Communication Skills Training Project has been considered a success, based upon progress made during the 1983-84 project year.

Title of Project:	Increasing Quality of Services Through Computerization
State Agency:	Sioux Vocational School for the Handicapped
Location of Project:	Sioux Falls, South Dakota
Type and Number of Children Served:	66 Special Education Students
Funding Allocated:	$34,809.00

Background:

Sioux Vocational School (SVSH) currently serves 70 developmentally disabled students. The agency as a whole serves 204 persons in day programs, 125 persons in residential services, and 34 in a follow along program.

During 1983, SVSH conducted a survey to determine how much time staff members of different disciplines spent in documentation and direct client interaction. The results of the survey concluded that (1) a discrepancy existed between the amount of time supervisory level staff and case management staff spent in direct client service and the amount needed for planning, implementing and evaluating clients' programs; (2) staff members who are responsible for program monitoring lack necessary monitoring time, and (3) less time spent with staff paper work would increase client-staff interaction.

This three year proposal was designed to provide funds for the development of a computerized tracking system and computerized program evaluation process during the first year of the project. The second and third phases of the project will concentrate on increasing client learning rate through increased and improved client and staff contact.

Project Goal for Year 1:

1. Clients will be provided with increased direct training on a consistent basis to meet their maximum learning potential.

Project Objectives:

1. At least 30 clients will receive a 5 percent increase in direct training time by supervisory staff in day and residential programs over an 8 month period as measured by client tracking reports.

2. At least 30 clients will receive a 3 percent increase in direct therapy time by case management staff over an 8 month period as measured by client tracking reports.

Methodology:

During the first year project a research of an appropriate base system was conducted and purchased from a consulting firm. The base system provided a data base master file for use in retrieving, collecting and analyzing data. The system's capabilities also included baseline tracking of client activities, client work skill attainment levels, and a system of retrieval to document direct time spent with client by staff members.

The project also sought to develop a program evaluation tool to measure client growth and movement indicators based upon IEP implementation. This was used to measure Sioux Vocational School's quality of service delivery. An increase of 15 to 60 tracked students was cited in the project's third quarterly report. Staff training, increased use of system (i.e. to generation of program reports and client activity), and integration of tracking process with client payroll were all accomplished as of May 1984. The finalizing of a Program Evaluation system had not been accomplished by the end of the project year. This objective will need to continue into the second year of the project.

Evaluation:

Overall, the project shows significant progress over a one year period. The program can be considered unique in that it employs a tracking system which measures client activity on a 24 hour basis. The Program Evaluation system has posed difficulties, but additional training and resources have been expended to overcome these problems. Staff abilities and motivation can be considered key components to future success of the project. The program evaluator has recommended continuation of the project.

Title of Project:	Home-School Services: An Alternative to Residential Treatment - Phase II
State Agency:	South Dakota Children's Home Society - East River School
Location of Project:	Sioux Falls, South Dakota
Type and Number of Children Served:	32 Special Education Students
Funding Allocated:	$16,313.50

Background:

During the 1982-83 funding year the Children's Home Society initiated a project to provide day students with structured education and intensive family treatment which resulted in 40% of the identified students re-entering school on a part-time basis, and 93% remaining with their family or foster home.

The second phase of the project focused on increasing the number of day students served, as well as refining and testing day treatment services for an additional year. It specifically sought to achieve this goal through the employment of a full-time home-school therapist during the 1983-84 funding period.

Project Goal:

1. To provide an increased number of day treatment students with structured education and individual, group and family treatment, which will result in successful school and home and family functioning, as an alternative to residential placement.

Instructional Objectives:

1. By September 15, 1984, 35% of the students placed in day treatment prior to June 15, 1984, will increase their school and home/ family behavior performance so that they will return to public school placement on at least a part-time basis, as determined by their IEP placement committees.

2. By September 15, 1984, 90% of the day treatment students enrolled prior to August 15, 1984, will manage their behavior to the extent that they can remain in their natural or foster homes. (NOTE: Students enrolled after August 15 will be considered in evaluation status. All children in this status

are undergoing evaluation for a need for possible residential placement. Students are not considered day treatment enrollees until the evaluation is complete and the IEP is written.)

Activities:

1. The home-school therapist will continue employment effective September 16, 1983.

2. The following ongoing services provided by the home-school therapist will continue effective September 16, 1983:

   a) The provision of direct services to children, in conjunction with teaching staff, to include: individual and group counseling, discussion groups, and crisis management intervention.

   b) The provision of direct services to families of day treatment students, to include: individual and family therapy, parent support group discussions, parent/child management training, and crisis management intervention.

   c) Consultation with public school personnel and agency education staff, serving as a member of each child's education/treatment team.

   d) Diagnostic evaluation of children and families regarding the need, intensity, frequency, duration and outcome of treatment.

   e) The coordination of services among various agencies (court, social services, etc.) which may concurrently be serving the child/family.

   f) Participation in IEP and related meetings regarding the target population.

   g) Serving as an enabler to families served, linking them with needed community resources.

   h) Performing aftercare and transition services to children and families served.

3. Students referred for evaluations, will receive psychological, educational and family treatment assessments prior to an official enrollment determination. Such decision will be made by placement committee action within 35 days of evaluation placement.

4. Target student academic and behavior progress will be formally reviewed on a quarterly basis with CHSSD and referring school district personnel, the child (if appropriate) and family members.

5. The final evaluation of this project will be completed by September 15, 1984.

Methodology:

The project was designed to improve behavioral functioning of an increased number of day treatment students while in school or the family setting. The target population included 20 elementary and junior high school students. These students were identified as emotionally disturbed or developmentally disabled.

A full-time home-school therapist continued working during Phase II, while another skilled therapist was hired during this project period.

Evaluation:

The second phase of the Home School Services Project did maintain a 75% rate of student placement within the natural family or foster care. This is seen as a positive aspect of the project, although a 90% goal was originally sought.

Ten of twenty-eight, or 36%, of the students enrolled during the project period increased behavior and academic performance which permits either part-time or full-time integration into the public school in the fall.

A number of important questions concerning the overall concept of intensive day treatment were answered during Phase II. The project advanced knowledge regarding

1. Average number of students which can be effectively served by a therapist at a given time.

2. Methodologies or combination of methodologies which prove most effective.

3. Potential use of day treatment program by local school districts.

4. Variables which determine whether a child needs day treatment or residential treatment.

The project evaluator deemed this project a success for the following reasons: 1) the use of day treatment by local school districts; 2) the diversion of children from residential treatment; and, 3) the successful family and school adjustment achieved by students served. The success of Phase I and II at the East River Children's Home Society School has encouraged the implementation of a similar project at West River Children's Center. Further development and refinement of home-school services is recommended by the project evaluator.

Title of Project:	Staff Training Project: Severely Multiply Handicapped Reintegration - Phase II
State Agency:	South Dakota Human Services Center
Location of Project:	Yankton, South Dakota
Type and Number of Children Served:	13 Special Education Clients
Funding Allocated:	$5,000.00

Background:

The Human Services Center's Special Education Program is designed to help clients who are diagnosed as being learning disabled, emotionally disturbed and mentally retarded, to receive more appropriate and comprehensive educational services. The Center's main functions are to insure that these individuals are placed in appropriate educational programs, to review and recommend changes in treatment programming, and to aid in reintegration of the individual in the most expedient and comprehensive manner.

Phase I of the Human Services Center Staff Training Project was to aid in the reintegration of four (4) key nursing staff members who were trained at Redfield State Hospital and School by the Program Assistance Project.

Under Phase II of this project Human Services Center Staff, particularly those trained by the Program Assistance Project, will begin to develop the necessary structure for service delivery, with specific attention paid to student-centered goals and objectives. Through consultation and training provided by the Redfield State Hospital and School Staff, students will receive skills training and behavior management needed for reintegration.

The project will also review/purchase microcomputer software for the purpose of developing individualized programs.

GOAL I: The client will develop appropriate social and emotional skills to facilitate placement in a least restrictive environment through the use of Applied Behavioral Analysis.

OBJECTIVE I: Provided with computer-generated individualized behavioral programs and minimal effective dose medication, the target population will maintain socially appropriate behavior to be considered for placement in least restrictive environment by August of 1984.

Activities:

1. An educational psychologist will be hired to provide consultation by November 1, 1983.

2. The educational psychologist will develop and write behavioral programs.

3. Staff completing the program assistance project at Redfield State Hospital and School will begin inservice training to selected Human Services Center staff by November 1, 1983.

GOAL II: Given skills training, clients will be reintegrated into the least restrictive environment.

OBJECTIVE II: Ten clients will be placed in the least restrictive alternative within the next year.

Activities:

1. An evaluation team from Redfield State Hospital and School will be developed to recommend evaluation criteria within three months.

2. Upon completion of evaluation criteria, individual assessment will begin.

3. The evaluation team will make formal recommendations to the Human Services Center interdisciplinary team regarding appropriateness of placement.

4. An interdisciplinary team will meet to receive and assess the results of multifaceted evaluation and from that, decide the appropriateness of placement in the least restrictive alternative by the end of Phase II of the project.

GOAL III: The client will participate in the treatment process and in conjunction with an interdisciplinary team, develop Comprehensive Individualized Treatment Plans (CITP) and Individualized Educational Plans (IEP) prioritizing goals and objectives.

OBJECTIVE III: Given a comprehensive Individualized Educational Plann utilizing computer assisted instruction in at least one of the prioritized goal areas, the client will achieve a minimum of 50% of their behavioral objectives.

Activities:

1. Each team member will bring recommendations, goals, and objectives written in measurable and observable terms to team planning meeting based on formal and informal assessment.

2. Computer software will be purchased to assist in and increase teacher training time with students and to provide opportunities for computer assisted instruction.

3. Auxiliary staff will be trained to assist in implementation of treatment plans.

4. A Human Services Center staff member will attend a microcomputer training session to determine the need and type of materials available for computer assisted Individualized Educational Plans and Human Services data.

5. A microcomputer printer will be purchased to aid in dissemination of information.

6. The Human Services Center will subscribe to Special Education Net in order to keep abreast of current trends in services and programs in Special Education.

7. The psychologist will interview each client in the target population, review each client's records, and report on the client's progress toward reintegration into a less restrictive environment.

Methodology:

Ten (10) clients served as the target population for this phase of the project. The overall goal of the SDHCS project was to provide clients with skills that would allow them to move to environments which are less restrictive. A behaviorally based model was proposed to accomplish this goal. Since a medical model had previously been used, staff had to be retrained in the planning and implementation of comprehensive Individual Treatment Plans (ITP). A microcomputer was also used to facilitate management of ITP planning. This afforded staff more time to spend with clients.

Evaluation:

The educational staff and the nursing staff have provided other SDHSC staff inservice training in the behavioral model. Redfield State Hospital and School (RSHS) has also provided additional training to targeted SDHSC staff. Formal training in the use of the microcomputer to develop CITP's and IEP's has not occurred. Software for this type of training was not purchased during the project year.

All staff members who worked with the targeted students had acquired the skills necessary to develop and implement CITP's and IEP's. However, a classroom for extended care students does not exist. Plans are being made to develop such a classroom, and to employ a trained nurse as a teacher. The external evaluation report indicates that a classroom for adolescent students utilizes a behavior model, and that each student within the classroom has a comprehensive IEP written. The behavioral model needs to be expanded to include extended care students.

Teacher training time for the nursing staff has not taken place. However, the adolescent education unit staff is utilizing the microcomputer. SDHSC is a part of Special Net, which provides access to the most up-to-date information. A formal dissemination process has yet to be developed. The nursing staff has not had an opportunity to use the microcomputer for the purpose of writing computer-managed instruction or telecommunications.

Information sharing between SDHS and RSHS has taken place. This information is concerned primarily with the adolescent education unit.

According to the external evaluator, clients and students at the Human Services Center were benefited by the grant. However, the grant was not implemented as funded, nor were changes in the grant approved.

Title of Project:	Supplemental Assistance for Hearing Impaired Students
State Agency:	South Dakota School for the Deaf
Location of Project:	Sioux Falls, South Dakota
Type and Number of Children Served:	97 children ages birth - 21
Funding Allocated:	$44,426.00

Background:

The South Dakota School for the Deaf (SDSD) addresses the needs of their students and families through the following program: (1) a clinic, (2) an outreach program, and (3) an on-campus program. The clients who are served in the clinic have the greatest range of hearing losses. The outreach program serves the needs of those clients with the second widest range of hearing impaired. The on-campus program, over the past few years, has served youngsters with more severe losses and of an earlier age of onset. Overall, SDSD provides educational, vocational and social programming for the hearing impaired youth and young adults.

During January of 1983, planning for the 1984 project began through a process evaluation conducted by SDSD staff members. The evaluation served as input and feedback for the entire program, but particularly the Title I component.

Parents were involved in the program's external review in the following ways: 1) Individual Educational Plans, 2) Parent-Teacher Conferences and 3) comments by parents in evaluation report. All three processes were considered in the formulation of the 1984 project.

This project was designed to supplement and enhance the present educational programs and services currently being provided by the Dakota School for the Deaf.

Project Goals:

1. To develop a grant application proposal that is more consistent and written with improved clarity.
2. To evaluate the Title I program components effectiveness.
3. To improve classroom instructional services.

4. To improve speech/language services to elementary and secondary education students, so that each child's speech/language potential is achieved.

5. To provide residential services so that each individual will be allowed to carry out more normalized activities.

6. To provide parental training so that each family will be able to operate in the most normalized manner.

Project Objectives:

1. The components of the proposal (abstract, statement of need, goals, objectives and activities) will continue to be coordinated to insure consistency.

2. The various components will be evaluated using the process and product procedures.

3. The various components will be evaluated by the external evaluator.

4. At least 8 students will receive individual and small group assistance from an aide or tutor.

5. All students will use visual materials which have been prepared by a teacher's aide.

6. At least 3 classes will receive teacher aide assistance during the instructional day.

7. All elementary students will receive individual or small group speech/language therapy.

8. Seventy-five percent of secondary students will receive individual or small group speech/language therapy.

9. All residential students program will contain scheduled and supervised activities.

10. All families will receive information which will provide the opportunities to deal most appropriately with their son or daughter.

11. Services will be provided to each family as special needs arise.

Methodology:

The FY 1984 project addressed the needs of the children attending SDSD through its improved proposal application,

evaluation of the Title I program, hiring of a teacher aide, expanded speech-language therapy program, parental support and direct use of recreational aides in its residential program.

The main focus of the 1984 project was, again, to provide direct services to students at SDSD. This was accomplished through direct tutorial services by aides who worked in seven classrooms and separate areas. Students also benefited from increased service delivery time for speech therapy. A higher awareness of the speech curriculum was also evidenced by SDSD teachers. In addition, inservice training was conducted by the therapists for the dorm staff and new teachers.

Increased parent contact was accomplished via added conference time and a parent newsletter. This was documented through report cards, speech evaluations, and conference reports.

Evaluation:

The grant proposal review, and the Title I program survey provided a solid basis from which to confirm that the project goals and objectives had been realized. However, the following recommendations were made with respect to goals one, two, and three of the project, as an outcome of the Title I survey:

1. Consider the speech position as a tenure track position instead of funding through Title I.

2. Hire more aides with reallocated funds.

3. Assure that the teacher assumes 51% of the responsibility in planning and implementing lessons.

4. Generate more support and cooperation from teachers and parents concerning the Ling speech program.

5. Generate more assistance, advisement and support to parents.

Title of Project:	PREP (Preschool Readiness Education Project) - Phase II
State Agency:	South Dakota School for the Visually Handicapped
Location of Agency:	Aberdeen, South Dakota
Type and Number of Children Served:	36 preschool visually handicapped deaf/blind children, ages 0-8
Funding Allocated:	$16,488.00

Background:

This project addressed the need to provide direct services for 13-20 preschool visually handicapped/or deaf/blind children. The services provided in the first phase of this project included assessment, program planning, and IEP development in areas of visual efficiency, fine and gross visual activities, spatial orientation, auditory awareness and discrimination self-help skills, cognitive development, language, socialization and body awareness. Children residing in a 200 mile radius of South Dakota School for the Visually Handicapped were evaluated and IEP goals and objectives were written. Each received instructions and services based upon the IEP. Referals were also made during Phase I of the project.

A survey conducted during the project indicated that parents, as well as SDSVH staff, indicated a need for home contacts to assist parents in developing children's social growth and daily living skills.

This project was designed to provide direct consultive and support services to the identified preschool population.

Project Goal:

To prepare visually impaired children, from birth to seven, in readiness skills.

Project Objective:

Identified children will reflect age appropriate skill increases in areas of visual functioning, communication development, gross and fine motor skills, reading readiness, environment awareness and use as determined through periodic formal assessment.

Activities:

1. With the assistance of an established criteria referenced or behavior checklist, the consultant will baseline the present level of functioning within the first two (2) visits with the child and family.

2. After six (6) months and again after one (1) year of service the consultant will run the criteria referenced or behavior checklist to determine and note progress in the child. This information will serve to aid in the development of an IEP should it be possible and/or serve the parent to further action.

3. Parents will be provided with support in terms of materials, information, activities to model and/or instruction in all of the above areas based on peer age performance. Films, videos etc. will be made available as appropriate to assist with this dispersal of information and support.

4. The consultant service will extend to local agencies involved with the child, such as Head Start, Crippled Childrens School and Hospital and will continue with the LEA when attendance at school has begun, as is appropriate and acceptable. This will include similar support, ideas and material suggestions to aid in the education of the child as that given to parents.

5. The consultant will contact the family a minimum of once a month in order to render service as needed. This may be in the form of a visit or phone contact as appropriate to need.

6. The consultant will attempt to make the LEA Superintendent, Principal or Special Education Coordinator aware of the student's present status and needs through a minimum of one contact per school year within at least 3 months after the first evaluation period of each child.

7. The consultant will serve as consultant to the LEA at any time that the LEA should request it. This would include offering goals and objectives for IEP's and attending any staffing or IEP meetings requested.

8. The consultant will identify for the family any professional personnel that might be able to assist the family with adjustment and coping behavior when the need is apparent.

9. The consultant will make available to parents behavioral objectives for the child on each visitation in hopes of assisting with skill building in the child.

10. The consultant will make contact with as many outside agencies and personnel as is possible and applicable to assist with the development of behavioral objectives for the child.

11. The consultant will identify those behavioral or criteria referenced checklists employed by each student within the first two visits of the family and the child in addition to any other assessment made at a later point.

12. The consultant will identify from those behavior/criteria referenced checklists minimum appropriate skills based on peer age performance.

13. The consultant will offer selected parents financial assistance to attend workshops for preschool handicapped children that they may benefit from the exposure to other parents with similar concerns and from the latest educational ideas.

Methodology:

The target population for PREP (Preschool Readiness Education Project) was 36 preschool visually handicapped and/or deaf/blind children ages 0-8. Twenty-one children were identified. There are presently 16 children enrolled in the program.

The coordinator of the project traveled approximately 500-700 miles per week to offer consultive services to parents and local education agencies serving visually handicapped preschoolers.

Each student enrolled in the Preschool Readiness Education Project was assessed on a regular basis. A variety of evaluation instruments and procedures were utilized. The coordinator assisted the LEA in the development of each child's IEP by interpreting all assessment data and making appropriate suggestions for activities. Assistance was provided to parents and LEA's in implementing each child's IEP, both at home and in school.

Support was provided to parents in the form of materials, information, instructional activities, referals to outside agencies, contacts with other parents of visually impaired children, and opportunities to attend workshops for preschool handicapped children.

Evaluation:

PREP has been successful in its efforts to provide additional services and specialized instruction at home and school.

The following recommendations were made by the external evaluator with respect to these portions of the overall program goal:

Goal: Provision of direct consultative and support services to 13-20 preschool visually handicapped and/or deaf-blind children residing in South Dakota.

Recommendations:

1. Written criteria for acceptance into the program, including a definition of a visual handicap.
2. A written referal process.
3. A certification program for teachers of the visually handicapped.
4. Additional teachers of the visually handicapped.
5. A P.R.E.P. brochure to inform state and local agencies, parents and educators of services provided.
6. Additional workshops for parents and significant others to promote support groups in the local areas and to disseminate information relevant to visual handicaps.

Goal: These children will be assessed, receive instruction and support in the establishment of goals and objectives toward increased school readiness skills on a monthly basis and will be referred as needed.

Recommendations:

1. Additional teachers of the visually handicapped.

2. The development of an annual preschool diagnostic program for visually handicapped preschoolers, age 5 or entering school.

3. The development of an instructional resource center to deliver materials throughout the state.

Goal: Receive extended and continued support with entry into the LEA.

1. Workshops conducted by the SDSVH utilizing its expertise to provide information to professionals and support persons.

2. A quality newsletter for parents, teachers and interested persons informing them of new materials, books, etc. and keeping them current on services and information.

3. A more appropriate and expressive job title for the coordinator of the program to promote public relations and strengthen working relationships.

The external evaluator's report indicates the project goals and objectives have been successfully met.

Title of Project:	Improving the Instrumental Use of Language Through Signing
State Agency:	Southeast South Dakota Activity Center
Location of Agency:	Vermillion, South Dakota
Type and Number of Children served:	7 Special Education Clients
Funding Allocated:	$5,132.00

Background:

The Southeast South Dakota Activities Center determined the need to develop communication and language programming for seven clients enrolled at the Activity Center. More specifically, signing was viewed as an alternative form of communication which clients could readily be taught. This need was identified through an internal program review, parent contacts, staff observations, and a review of client IEPs.

Project Goals:

1. In carrying out this project, the staff of the Southeast South Dakota Activity Center will be trained to become aware of the communication needs of the residents as demonstrated by a higher level of responsiveness and proficiency in alternate forms of communication--specifically signing.

2. The clients will be trained to express all their basic needs and to actually communicate regularly. A dramatic improvement in client behavior is expected, as frustrations are decreased and clients talk instead of act out.

Performance Objectives:

1. All program participants under 21 years of age will increase the number of words communicated by 40% as measured by counts taken during randomly sampled 15 minute periods of time in the residence.

2. All program participants under 21 will sign a vocabulary of 50 functional words in response to flashcards presented by the instructor.

3. Incidental to the client centered objectives, SESDAC will attempt to measure the impact the staff development program has on performance in the areas of frequency and vocabulary. It is expected that all direct contact staff, residential and day programming, have a working vocabulary of at least 100 signs as verified by the speech therapist trainer. All staff will use signs when communicating to clients at least 75% of the time as observed by the Program Director, and all staff will increase their communication with clients by 40% as measured by the frequency at which they initiate conversation with the residents.

Activities:

In order to accomplish these goals, the following activities will be carried out:

1. An outside evaluator will be contracted with to evaluate project success by September 1, 1983.

2. A signing trainer-speech therapist will be contracted with by September 1, 1983.

3. A language therapy technician will be hired by September 1, 1983.

4. Training video tapes and signing manuals will be ordered by September 15, 1983.

5. Baselines on staff and resident communication frequencies will be established by September 10, 1983.

6. Signing classes for all staff will begin by September 15, 1983.

7. Client training sessions will be scheduled and begin by September 15, 1983.

8. Vocabulary training sequence and timetable will be established for staff and residents by September 15, 1983.

9. Mid-term review of project will be carried out by March 15, 1984 to determine that:

   a) approximately half of the training sessions for staff and residents has been presented.

b) staff has developed proficiency with half the signing vocabulary.

10. Review of the project will be carried out by an external evaluator before August 1, 1984 to determine success of project and measure word frequencies of staff and residents.

Methodology:

A communication language period for the target population was developed. During this time, clients were taught to sign. Signs were accompanied by spoken words in order to create a multisensory approach to teaching. During the grant period two speech/language consultants were hired to implement client training in the use of sign language. Inservice training on signing was also conducted by the consultants for all SESDAC staff.

Videotaping and observation of clients was utilized throughout the project year to determine frequency of word usage and signing vocabulary.

Evaluation:

The overall communication needs of the SESDAC clients are being met. A position for a speech/language consultant has been established and funded as a result of the implementation of this grant. Minimal changes in programming and materials has occurred, due to regular monitoring of data and progress notes. Recommendations by the speech and language consultants have been carried out. A positive change in client behavior and compliance was noted by the Activity Center Staff. The evaluator reported a combination of an increase in communication skills and improvement in clients' behavior management programs.